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ABSTRACT

Individual and societal outcomes that result from study in the United States by students from developing countries are considered, and recommendations concerning study in the United States are offered for Third World countries and U.S. institutions. Attention is directed to effects on the individual, the host institution and the United States, the home society, and intersocietal and international relations. In addition to improving language skills of students from non-English-speaking countries, individual student benefits include: an American education may provide graduates opportunities for influential positions in their home countries; the student may expand their views concerning social institutions and values; and the student makes contacts and learns to use resources that are helpful in professional activities. It is recommended that Third World countries analyze more seriously the impact of an American education on their students' attitudes, values, and interests. Third World officials should also establish ongoing dialogue with U.S. college curricula planners and student personnel workers. U.S. institutions should make greater efforts to involve Third World alumni in the support of scholarship programs, emergency loan funds, and other approaches to meet Third World students' needs. (SW)

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THIRD WORLD STUDENTS

AND

UNITED STATES EDUCATIONAL INSTITUTIONS

Paper presented at the Conference on Science Technology and Development, November 20, 1981, the Capital Hilton Hotel, Washington, D.C.

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INTRODUCTION

Any institution --government, or for that matter, any social entity --perpetuates values which enhance its own existence. Those values in turn have, of necessity, a quid pro quo, i.e., the recruitment, advancement, and rewarding of individuals who will facilitate institutional development. Nevertheless, the inquisitive mind is forced to ask: "What is the ultimate objective to be achieved by the perpetuation of institutions, particularly educational institutions?" Of necessity, educational institutions must be the major vehicle, the major catalyst through which the values of a particular society are enhanced, rationalized, and in the final analysis perpetuated. This is indeed the case from early childhood through adulthood when the individual is bombarded by various media sources. Because no society voluntarily commits suicide, this perpetuation of values through its educational institutions is indeed, inevitable.

What then is the relationship between education and developing countries? What purpose is that education to serve and why? The answers to these questions have occupied leaders from developing countries and elsewhere through the years. These include Jamaica's Michael Manley, Trinidad's Eric Williams, Ghana's Nkrumah, Tanzania's Nyerere, Zimbabwe's Mugabe; before them, China's Mao; and Nigeria's Azikiwe; and before them, Marcus Garvey, and others. In effect, the most logical inference that can be drawn from the above is that the question of education in developing areas[1] is a rather old one indeed. To date, the dialogue on this most

crucial issue continues with seemingly much more heat than light. The consequence is that there is a bundle of confusion and contradictions that surrounds this issue. Hopefully, this paper will be a modest --and may the writer emphasize extremely modest --contribution to clarity in this area.

There is an abundance of evidence to suggest that the education received in Western societies by students from developing areas has been extremely good. The evidence also suggests, however, that the educated elite from most developing areas have not been able to substantively change their societies by use of their educational expertise. The reasons for this state of affairs are many and complex, therefore, one should be careful to point out that education is only one of many variables in the social change matrix. However, because of the crucial role that education plays, one needs to focus on it with some intensity.

Developing areas by definition are a heterogeneous group of countries which, among other things, are in the process of transforming colonial institutions and building the institutional infrastructures for the growth of their economies. Such colonial institutions, of necessity, were geared to perpetuating colonial societies. This is not to suggest, as some have maintained, that colonial institutions were all bad. Rather, it is to suggest that the purposes served by those institutions had to be drastically revised and preferably, over the shortest possible time, from that of a colonial orientation to those which would more effectively serve the purpose of nation-building. With this thought in mind, one wonders how students from developing countries studying in the United States

--with its political, social, economic, and technological bases can --make significant contributions to their respective societies.

It can be hypothesized that by and large, the major impact of American[2] higher education on foreign students is that of socializing them in such a fashion as to facilitate the perpetuation of Western values in their socieities while providing them with a sound education that is marketable --depending on course of study, university attended, level of training, and receptivity in their home countries --but not necessarily significantly geared to nation-building. Furthermore, the power of American institutions is of such that in most instances Third World countries have limited options. Consequently, the roles played by returning foreign students, although technically significant, are limited in their impact vis-a-vis development.

THE FRAMEWORK FOR ANALYSIS

Although students from other countries (commonly if inappropriately referred to as "foreign students") have been coming to the United States for a considerably long period of time, it was not until the post World War II era that large numbers of foreign students have been coming to this country to pursue various educational objectives. This influx has understandably brought with it the usual cultural mix which is associated with any heterogeneous group. More importantly, however, this influx has also resulted in or at least contributed to scholarly analysis, albeit belatedly, of various aspects of the relationships that result from such an influx and particularly its impact on the American society in general and United States institutions of higher education in particular.[3]

It is indeed noteworthy that some of the major concerns addressed by American scholars and educators with respect to foreign students had much to do with the process of socialization that directly and indirectly became a part of their education in the United States. This process of socialization had to do with such things as dinner invitations to the homes of American families, attending social functions on and off campus, having the option (at least in some instances) to visit metropolitan areas, and in general, exposure to the general social structure and functioning of the society.[4] This was particularly the case where students began to learn about the functioning of the American political system and its impact on the societies from which they came.[5] However, the issue of educating foreign students is a much more substantive one than the foregoing would suggest.

Probably the most definitive "conceptual perspective" on the foreign student in the United States was stated as follows: what are the effects "on (1) the individual, (2) the host institution and society, (3) the home society, and (4) intersocietal and international relations."[6] Within this context, the writer proposes to focus on the effects and results of study in the United States. By "results" and "effects" is meant

> the kinds of knowledge, skills, values, attitudes, behavior which, when compared subsequent to the completion of the study-sojourn with those obtaining prior to its initiation, indicate an expanded synthesis in which part of the difference may be sought among factors inherent in the ex-student's exposure to the events, circumstances, and learning while abroad.[7]

Although the study cited above de-emphasizes "attitude changes"[8], it is noteworthy that a number of scholars have concluded that students' attitudes may indeed be shaped by the society in which they find themselves.[9] For instance, in the early 1960's it was maintained that racism may adversely affect the foreign student studying in the United States, that many educated students simply become protectors for "American corporate interests in the Third World,"[10] and that some students may even be "radicalized" to the point where, in their homeland, they argue vociferously for civil libertarian causes.[11] Whether or not a student becomes a defender of the status quo, pursues his own interests, or indeed, becomes a crusader, there can be no doubting the question that his study overseas of necessity, must be of significant impact on his world view.[12]

Effects on the Individual

Unquestionably, there are many benefits which accrue to the individual student. Assuming that the individual comes from a non-English speaking country, his language skills are improved. This, in turn, has significant professional benefits. By and large, the acquisition of an American education bestows on the individual a relatively high status in his society and almost assures him of professional success. He is then equipped with the skills necessary to make innovative changes in his specialized field of interest and professional activity. Although change related to his activities is sometimes slow to come or may even be resisted --largely because the individual has an American education --the potential for such change is omnipresent. This change factor is realized much more immediately where the individual "is appointed to influential political or administrative positions."[13]

The educational dimension to which the individual is exposed affords him "additional models of social institutions, roles, behaviors, and values (which in turn) afford an expanded comparative vision and register of possible personal and professional choices, and thus permit the returnee . . . a greater resourcefulness in the realm of social diagnosis, innovation, or even invention."[14] The acquaintances which he develops can also be of assistance --be they individual, institutional, or organization --in his future professional activities. This, of course, assumes that these contacts will be nurtured following his departure. The individual also develops a wide range of resources including references, equipment, associations, experts, et al that can be useful. Another

benefit is that

> in the psycho-social realm, the sojourn and educational experience tends to engender a more sophisticated, differentiated, personalized and concretized knowledge and perception of the host society, its achievements and problems, its peoples and policies, and of its "ways of life," as compared to "knowledge" and images held before. This usually reflects itself in a reduction in the monolithic character of previously held ethnocentric stereotypes, greater understanding . . . of the functioning of the host society and of its governmental system, and a heightened awareness of the diversity of groups and positions within the polity. The result is a soberer appraisal of some of its features, values, and practices and of their relevance to one's own role, one's field of activity, and one's own country.15

The above provides a cross-cultural reference point and forces the student to have an ongoing interest in the society and, to have as an option, this frame of reference.

Appraisal

On this level, i.e., of the impact of higher education on the individual it must be pointed out that there is precious little in his curriculum which addressed his society in such a fashion as to indicate that he ought to accommodate non-orthodox philosophies of development. Much of his intellectual exposure --be it Marxist, non-Marxist socialist, or democratic/capitalist --speaks to problems of his society in a decidedly Western fashion. For instance, one does not as a rule hear of a thorough analysis of African socialism of the Nyerere variety, or of Haya de la Torre's Aprismo Movement except in passing, or in a class where the instructor is something of an intellectual iconoclast.

The individual is therefore forced to study on his own, associate

with like-minded colleagues, or find institutions which speak to the question of development from a non-Western perspective. Understandably, his entire academic and professional world view slowly becomes inter-wined with those of the society in which he finds himself, and his professional associations reflect this frame of reference. The paradox here, of course is this: although Third World countries are generally speaking, "underdeveloped," in the sense that they are plagued by a multiplicity of problems, including low level agricultural production; ill-housed; undernourished if not malnourished; overpopulations; poor health facilities; balance of payment and bnlance of trade problems; governmental instability; and the rest. Each country is unique in many ways. Consequently, the road to development might well be correspondingly "unique."

However, because of the student's educational background as well as a general lack of understanding as to where his society is going and how it intends to get there, its ills and the means of their correction take a decidely Western thrust, including leaning in the direction of Marxist communism. Now he is being assured that the pro-capitalist road to development is the most viable alternative.[16]

Although noteworthy, the exceptions to the above are remarkably few. Paradoxically, during the time of the nationalist movement, many American-educated ideologues who raised questions of independence and sovereignty based largely on what they learned in the United States (and elsewhere) were sometimes killed, imprisoned, or driven into exile. Therefore, a pro-American stance in viewing structures and functions was or was not

acceptable depending on the urgency of the situation as perceived by the colonial powers with which the United States was associated. Therefore, although the individual acquires skills, the extent to which those skills can be interwoven into the fabric of the society from whence he came is at best marginal. Obviously this results from a combination of the low level of development the society has attained, coupled with its policies and direction.

Effects on the United States

Apart from the role recently played by Iranian students in the United States vis-a-vis both the overthrow of the Shah of Iran as well as the taking of American hostages in that country, foreign students as a rule do not play a significant role in the United States and neither do they have a significant impact on the society. Furthermore, their impact on other students and faculty is, at best, negligible. For purposes of research and cross-cultural exposure, some institutions do hire foreign students on both the graduate and undergraduate levels in various capacities. However, of late this practice has been changing rather rapidly as the American economy continues to deteriorate and general attitudes towards foreign students becomes increasingly cool. Furthermore, there is no evidence to suggest that there is anything systematic about the hiring of foreign personnel. It would seem that most foreign students who excel to become faculty members in American institutions do so on the basis of their own skills as opposed to calculated policies on the part of their institutions to accomplish this objective. Such individuals, however, do bring a broadened perspective

to their academic tasks as a consequence of their background.

Appraisal

At best, students from Third World countries have insignificant impact on the United States. They are tolerated, in some cases admired, supported, and encouraged but not with great enthusiasm. Regarded as "foreigners", these students are most secure psychologically when they associate with their fellow countrymen in informal gatherings and/or have the same campus experiences. Because many Americans are condescendingly ethnocentric, foreign students are viewed, by and large as a transient population with "strange" ways and equally "strange" accents, people who should be "tolerated" until they return from whence they came.

Impact on Home Society

The argument has been presented that developing societies benefit from the education achieved by their citizens overseas. This is particularly important from the standpoint of the number of people with specialized skills who are needed to man the bureaucracy in these societies in such areas as "technology, management, education, library science, engineering, business, agriculture, nursing, and medicine."[17] So vital are these individuals, we are told, that without them the viability of Third World societies would be in serious question. Furthermore, the new skills that such trained personnel continue to bring into the society have a significant and positive impact.

Nowhere is the impact greater, it would seem, than in the military. These professionally trained individuals constitute some of the highest

levels of skills in developing societies. Undoubtedly, the most disciplined, rationally structured, and highly rewarded, the military becomes the backbone for effective decision-making in most developing societies. As a matter of fact, as public policy increasingly fails to address needed reforms in most developing areas, the military-police establishment increasingly becomes a network for social control.

Appraisal

Although it can be argued that the function of an American education is not to deliver moral lessons on the social responsibility students should have to their home country, it must be emphasized that the so-called "objective" education the student receives --which must inherently be value-laden --almost forces him to accept, directly or indirectly, the value-charged assumptions which are a part of his education and its content. The evidence on which such a statement is based is overwhelming. A brief look at the colonial period will clarify this point.

Although there are differences in educational results, for example among Senegal and India; Nigeria and Zaire; Vietnam and Surinam; there are certain commonalities that all colonial systems shared. These include, an educational system that was structured to deliberately perpetuate class privileges; preparation of personnel to run the bureaucracy; a system of "rites of passage" through which a few individuals moved from primary school through professional school after manifesting the "right" or "appropriate" attitudes, manners, and abilities; and having a built-in reward system aimed at perpetuating colonialism.

The nationalist movement in all its dimensions emphasized independence,

sovereignty and autonomy rather than nation-building although the latter was implied in the rhetoric. Overlooked in the frenzy for independence by both the colonial powers and the nationalist leaders was the necessity to immediately address educational inadequacies --and particularly educational philosophy. Therefore, a blueprint for education geared to nation-building has been, by and large, grossly underemphasized. This has led to some rather strange developments.

For instance, the father of American educational philosophy, John Dewey, helped to establish the bases for education in a society going through rapid industrial development. The fundamental question becomes the extent to which said philosophy may have relevance to students from the Third World. The United States has had an elaborate industrial base and the necessary raw materials to support that foundation which was laid for this country to become the technological giant that it is today. Third World countries, on the other hand, are rich in mineral and agricultural resources but have weak industrial bases. It seems appropriate to argue, therefore, that educational needs in both types of societies must be quite different.

In light of the potency of colonial education as a socializing force and the general lack of educational philosophy in the Third World, it is understandable that American educated students from Third World countries would opt for the path of least resistance, i.e., being relatively easily co-opted by the system in which they get their professional training. This is not to suggest that all students from Third World countries have been co-opted by the American society; it is to

suggest that because their own countries have adopted a laissez-faire attitude towards their education coupled with a lack of education philosophy, these students have been at sea as to the precise direction in which they should move. Consequently, many have simply drifted with the attitudinal tide that prevails in the United States as opposed to having succumbed to some deliberately concocted master plan aimed at shaping their thinking.

To further complicate matters, United States policies --geared to an interest in developing areas have, at best, been quixotic. For instance, in the post World War I era the United States advocated self-determination for European states only. President Woodrow Wilson, who argued this point, maintained that the absence of self-determination would lead to further wars in Europe. However, when Marcus Garvey maintained that the concept of self-determination should be expanded to include colonial societies all over the world, Wilson simply ignored him. In the immediate post World War II years, all financial and material aid to colonial societies were, according to "convention," channeled through "mother countries."

However, when the nationalist movement resulted in self-determination for many states, the United States responded in a number of ways, not the least of which was to encourage many students from Third World countries to study here. A plethora of "Third World oriented" courses became a part of the curriculum of most universities; correspondingly, a great many "experts" emerged, there seemed to have been an almost endless number of seminars and conferences on, among other things,

education relating to students from Third World countries, and the partial financing of overseas educational institutions.[18]

Simultaneously, the United States sought to achieve a number of political objectives. The general thrust of United States policy was that of cultivating "friends" from Third World countries who would ultimately return to their respective countries with attitudes and values favorable to United States objectives. This notion also extended to the expected support for United States positions on various issues in international forums such as the United Nations. When the latter failed to materialize, the United States then began questioning its "investment" in Third World countries, including its subsidizing of students from said countries.

With the waning interest in Third World countries and their development that has manifested itself through the years --probably moreso now than at any other time in recent United States history --it is increasingly apparent that one of the major consequences has been a corresponding decline in interest among United States government officials as well as university administrators in the educational well-being and social experiences of students from Third World countries.

A further and much more significant aspect of the impact that returning students have on their society are the societal attitudes with which they return. In this regard, judging their societies through the eyes of the United States, many students forget the realities of the social order from whence they came and resort to a systematized practice of attempting to duplicate in their own countries what they find in the

United States. Not that such a procedure is necessarily bad; rather, it manifests the basic ignorance of the fact that no social system changes swiftly or easily. Furthermore, what is good for the United States may not necessarily be good for a particular Third World country.

However, there is a much more sinister impact that returning students have on their home societies. With the seemingly increasing inability of Third World countries to cope with the very basic problems of resource maldistribution, increasingly they have had to resort to various methods of repression to control the populace. In this context, the overseas trained police-military establishment becomes absolutely vital. Operating under the mistaken assumption that any deviation from American way of thinking and acting must constitute a communist conspiracy to enslave mankind, this group is overwhelmingly right-wing in its dictatorial policies. This is a function in which the United States plays a vital role. The major emphasis is on the maintenance of order --a vital condition for the accomplishment of any objective in a given society --rather than the addressing social ills and obtaining the resources needed at least to prevent their increasingly worsening state.

Because the developed societies have only a passing interest in Third World development, reliance on the police-military establishment as a substitute for effective policies becomes rather vital. In this matter, students trained in the United States in military police institutions play a significant role. In the final analysis, their training seems to be infinitely more important than that of technocrats and professionals. This is largely true when the emphasis is on order.

Impact on International Relations

The tangled area of international relations is, undoubtedly, that in which foreign students have the least impact. Again, the situation with Iranian students in the United States is epiphenomenon. From this, one can draw only limited conclusions re students' role in international affairs. Although much has been made of the idea of "international understanding," there is little if any evidence to suggest that greater understanding of the structure and function of the American society necessarily leads to greater acceptance of its policies. Furthermore, since the advent of the Cold War (which coincided with the influx of foreign students into the United States) a variety of institutions have provided financial, academic, counseling, and in some instances, cultural assistance to foreign students.[19] However, the major concern has been that of having foreign students develop "positive" views of the United States as well as other host countries. Such, desired perceptions did not always materialize.

Beginning with the nationalist movements in developing countries, the chief United States concern was with the whole area of stability and pro-Western (meaning pro capitalist) ideology. Although various studies indicate that foreign students "perceived themselves to have changed for 'the better' in knowledge, personal and professional competence, self-assuredness, and in a sense of enhanced resourcefulness, effectiveness, and ambition,"[20] it does not necessarily follow that such "changes" contributed substantially to political development in their home countries. By the same token, foreign students acquired "a

more realistic perspective on their former host society, and with it a more analytical and differentiated capacity to view their own, as well as other societies in socio-historic-economic and not primarily ideological or idealized terms."[21] Furthermore, except in unusual cases, there is ongoing contact among foreign students from various countries on the same campus or in the same geographical area.

Appraisal

The above notwithstanding, it must be pointed out that the vast majority of foreign students come from nation-states that have, at best, "nominal sovereignty." By the term "nominal sovereignty" is meant that their governments operate within a framework of rather limited options, subject to coup d'etats instigated from outside as well as inside their countries, are the subjects of "competitive interference"[22] and demonstrate their strength more in groups (such as at the General Assembly of the United Nations) than through unilateral actions that have significant impact on developed societies.[23] Third World students, as a whole, are destined to face these realities. Therefore, the friendships they may establish, organizations with which they may be affiliated, experts with whom they may work and have contacts, and the access they may have to technocrats, politicians, and leaders of varying stature all are a part of the rather restricted options such former students have on the international scene.

The Institute of International Education (IIE) census report for 1980-81 reveals that the foreign student population in the United States could increase to more than one million by the early 1990's and that

of the current 312,000 foreign students attending U.S. institutions, eighty percent (80%) are Third World students. With this projected increase of Third World students, the United States and Third World manpower planners, administrators, educators, and alumni of U.S. institutions must identify new roles and seriously inventory their resources if they are to contribute to the advancement of Third World development.

Recommendations

Although the problems of foreign students tend to vary from student to student, country to country and from region to region, some recommendations can be made which will have substantial general applicability:

1. Third World countries must analyze much more seriously the impact of an American education upon their students attitudes, values, perceptions, and interests. The returnee's situation should not be viewed as a simple matter of the individual being educated in the United States and returning home to a job. Although it is argued that academic performance is much better in instances where a job awaits the returning graduate such employment ought not to be the "be all and end all" of his education. Furthermore, having a job to which to return does not necessarily guarantee professional satisfaction. In the latter regard, there is room

for additional co-operation between United States institutions and home governments in devising a system that will contribute to ongoing academic and professional training.[24]

2. Whenever possible, Third World countries should select the institutions that their students attend. Such selections should be based on students' interests, the nation's needs, the curricula offered, and whether or not the student is being sponsored by the government. There should be an awareness of the objectives of U.S. institutions with regard to foreign students and their commitment to meeting their particular needs. Those students who are not on government subsidies ought to be provided with adequate information and advisement on U.S. education prior to the selection process.
3. There is urgent need for the appropriate Third World officials to establish an ongoing dialogue with U.S. university curricula planners and managers and student support service personnel for the purpose of enhancing Third World students' education in the U.S.
4. Third World countries in cooperation with U.S. universities should develop a mechanism for practical experience that can be financed from multi-national as well as national sources. This could include

returning groups of students home at regular or irregular intervals to work in various development projects where they could apply their theoretical knowledge and learn how their practical knowledge does or does not apply to their home countries. This would also serve to reduce the psychological distance between the student and his home culture and making the objectives of his government seem less out-of-place than ordinarily would be likely when he returns home permanently. In this fashion, a United States education would have much move value.

5. Third World countries must invest already scarce resources in financing students whose curricula have a direct bearing on their needs. Concomitant with such an undertaking, they should establish a system of regular seminars held at their expense where students could receive briefings as to where their society is going and how government proposes to get there. Having foreign students in the United States has been regarded by the United States Department of State not as a nice thing to do (but rather a) necessary thing to do. The cited document indicates that

> Those who have had extensive dealings with foreign students know that many of the individuals who have come here have not been

> wisely selected and that many have received training which has left them ill-fitted to deal with problems in their own countries.[25]

The latter could be improved upon through the procedure indicated above. Assuming that the problem would not be totally corrected, at least the students would have a fairly good idea as to the direction their country is taking and the role they could play therein. Prospects for the implementation of these suggestions may be dubious, given the seemingly endless list of coups d'etats and counter-coups that plague Third World countries. However, having a sense of purpose and direction that can be transmitted to students --notwithstanding the unpredictability of shifting government policies and personnel --is infinitely better than having none at all.

6. There is urgent need for the establishment of revolving loan funds to meet emergency needs of many Third World students. This is particularly vital when funds are late in arriving from abroad or when students temporily run out of money. Such funds may be generated by Third World student-sponsored projects and partially subsidized by their universities. The found could be administered by the Financial Aid Offices and regulated so as to ensure repayment.
7. United States institutions should make greater efforts

to involve Third World alumni in the support of scholarship programs, emergency loan funds, etc. to meet needs of enrolled Third World students. If a mere twenty percent of the Third World alumni of Howard University, the University of the District of Columbia or Texas Southern University contributed to such projects annually and in accordance with their capabilities, tremendous burdens would be removed from the shoulders of students seeking to follow in their educational footsteps, often under great hardships.

8. Racism is a fundamental part of the American society. As a matter of fact, there is much evidence to suggest that racism has become one of the if not the most pronounced secular creeds of our time. In the United States, it has become increasingly sophisticated. Nevertheless, foreign students must be prepared, to the extent possible, to deal with bigotry in their daily undertakings in the United States. This is a most difficult task but one that is crucial. One may not be successful in totally preparing the foreign student but at least the attempt ought to be made by their universities. Hopefully, the student will expand on his foundation and awareness in this area and "cope" much better than ordinarily would have been the case.[26]

FOOTNOTES

Introduction

[1]The terms "Developing Areas" and "Third World Countries" will be used interchangeably where stylistic clarity necessitates.

[2]"American" and "United States" will be used interchangeably.

[3]According to Lee, Abd-Ella, and Burks in their work entitled: Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities, Published by the National Association for Foreign Students Affairs, AID, Washington, D.C., April, 1981, pp. 135-146, most of the work on foreign students was done in the 1960's and the 1970's. For instance, of the 168 works published since the 1940's, 2 were published in 1940 (1%); 8 in the 1950's, (5%); 57 in the 1960's, (34%); 99 in the 1970's, (59%); and so far, 2 in the 1980's, (1%).

[4]See Quigley, Thomas E., "I'm a Foreign Student Adviser," America, Vol. 106, No. 17, February 3, 1962, pp. 592-594; Barrientos and Schufletovsky, "The Questionable Foreign Student," School and Society, Vol. 96, April 13, 1968, pp. 245-249; and Selltiz, Claire, "Social Contacts on Foreign Students with Americans," School and Society, Vol. 91, Summer 1963, pp. 261-266.

[5]Binetoff, Henry, "Helping Foreign Students," America, Vol. 109, November 1963, pp. 566-568.

[6]Flack, Michael J., "Results and Effects of Study Abroad," Annals, American Academy of Political and Social Sciences, Vol. 424, March, 1976, pp. 109-110.

[7]Ibid.

[8]Science, Vol. 133, No. 3464, May 19, 1961, p. 1507.

[9]Quigley, Thomas E., "Foreign Students in American Universities," Commonweal, Vol. 91, January 23, 1970, pp. 470-471.

[10]Newsweek, October 31, 1977, p. 58.

[11]Kurlausky, Mark J., "Students and Colleges Profit from American Study Programs in France," Change, Vol. 13, March, 1981, pp. 48-51.

[12]Ibid.

[13]Flack, op. cit., p. 110.

[14]Ibid.

[15]Ibid.

[16]The New York Times, Friday, October 23, 1981. At the Cancun, Mexico, conference among North (rich countries) and South (poor countries) President Reagan insists that Third World countries should rely on the free enterprise system to advance their societies and minimize the level of poverty therein. This approach has not worked in the past, why it will work in the future is an unknown in the eyes of many people.

[17]Flack, op. cit.

[18]At least one scholar has maintained that the United States should not allow foreign students to come here but rather universities should be built and subsidized for them in their own home countries. Science, Vol. 133, op. cit.

[19]Some of the organizations which participated in these activities included the African American Institute; the American Society of African Culture, and Crossroads Africa.

[20]Flack, op. cit.

[21]Ibid.

[22]For a thorough discussion of this concept, see Richard Cottam, Competitive Interference and 20th Century Diplomacy, University of Pittsburgh Press, 1967.

[23]The Oil Cartell's recent impact on the American (and for that matter world economy) has been, in many ways devastating and cannot be ignored.

[24]Lee, Abd-Ella, and Burks, op. cit.

[25]United States Department of State Bulletin, Vol. 48, May 13, 1967, pp. 753-754.

[26]Lee, Abd-Ella, Burks, op. cit., p. 131. See also, Moll, Richard W., "Aid Me in the Education Atmosphere," Saturday Review, Vol. 50, February 18, 1967, pp. 85-87.